

## **ENGLISH 5800: TESOL Graduate Seminar**

This course provides graduate students who are specializing in English, TESOL, RTW, Multilingual Education, or Foreign Language Teaching with the opportunity to examine in depth the interaction between methodology and theory. In short, this course is about pedagogy — effective teaching and learning.

The course will cover some of the major theorists that have impacted language teaching — Vygotsky, Chomsky, Krashen, Terrell, Freire, Cummins, Oller, Asher, Gardener, Brown, Richard-Amato — and some of the methodologies that have influenced language teaching over the last century — grammar-translation, structuralism, audio-lingualism, rationalism, constructivism, theme- and content-based instruction, bilingual education, dual immersion, SDAIE, the teaching of writing, and the roles of literature, drama, poetry, film, and music in the classroom.

By the end of this course, students should have a firm understanding of the relationship between language learning theory and pedagogical methods and be able to clearly articulate, in both oral and written modes, how theory informs (or misinforms) method in the language classroom. The instructor and students will demonstrate selected teaching techniques that we think are especially effective.

There is no text required for this course. We will write our own. Seminar students will select topics of interest to them in their concentrations and career goals and focus on a single topic during the entire semester. Students in the TESOL Concentration who are in their last year will use this seminar to write their graduate “exit papers.” These graduate papers are required for the TESOL-MA Concentration in lieu of a graduate thesis or project. Non-TESOL students are free to either write a seminar paper or submit a series of reader responses on a topic of interest. TESOL or Dual Concentration (TESOL-RTW) students in their last year of the MA should plan on taking the TESOL comprehensive exams at the end of the semester.

Second Language Acquisition, TESOL Methods, and courses in RTW or comparable courses in Education are desirable prerequisites to this course; however, following the model proposed Freire, the interests of the students will determine the topics chosen, discussed, and presented, as there is often a mix of teachers of language, literature, and writing at the K-12 and college levels. We will learn from one another.

### **The principal objectives of this course**

1. Review the major theories and principles of language teaching and learning.
2. Provide an overview of the methodology of language teaching.
3. Explore learners' styles and strategies, especially differences between adult and children, and the relation of teaching methods to learners' needs.

4. Identify the best teaching strategies for integrating the four language skills (L-S-R-W) through content-based methods (as opposed to grammar-structural approaches).

5. Familiarize students with the various modes of research in second language acquisition and methodology. In the case of graduating TESOL students, a research paper of approximately 60 pages (double spaced) will be required. TESOL comprehensive exams, consisting of two essays, may be taken at the end of this course. In the case of graduate students working on a formal graduate thesis or project, the class will provide a “support group” for their MA projects.

6. Give students the opportunity to learn about the topics chosen by their colleagues and provide written feedback to their colleagues on their papers. Students will be invited to form “feedback triads” at the beginning of the semester. Members of the triads will provide written feedback to the other two members of the triad regarding their steps along the way to a final paper. (These comments/suggestions will not have to address mechanical issues, as that will be my job.)

## **Course Requirements**

### **1. Attendance and participation: 20 points**

Since this a seminar not a lecture format, each participant will be expected to participate in presenting and sharing material, to freely express his or her views, and to ask lots of questions of the presenter or the professor. There is no text. We will select our own topics and write our own text, keeping each contribution in a well-organized binder. Maintaining a complete and up-to-date binder is essential; therefore, your attendance is essential. Each student will be expected to participate in a feedback triad with other students in the seminar. Your participation in the written feedback will be part of the grade on “participation.”

You are allowed a grace absence of one class (three hours); after that, you will lose 5 points for missing any unexcused class. Please email me in advance of any absence.

### **2. Oral Presentations (w/handouts): 40 points**

The students will be responsible for presenting both a theory and a method to the group. Each student will prepare an oral presentation (of 30-40 minutes), with handouts, first on a language acquisition or a writing theory and, second, on an effective method of instruction. (To provide a model, I will be the first to present.)

**Presentation # 1: of a theory: 20 points**

**Presentation # 2: of a method: 20 points**

### **3. Four research reviews or a research paper: 10 x 4 = 40 points**

**Research reviews:** Students not preparing a research paper for this class will hand in a total of four reviews of a research article that is relevant to his or her area of interest and possibly helpful for preparation or drafting of a future thesis/project. This review/response should be a minimum of three pages, single-spaced, three-hole punched. Copies should be provided for all seminar participants. (I will provide models in class.)

**OR**

**A research paper:** Those students who are in the TESOL-MA program or the Dual Concentration and who do not intend to take the thesis/project option will be required to write a research paper for this seminar. This paper will serve as the final “graduate exit paper” for the TESOL-MA and will be submitted in lieu of a formal graduate thesis/project; consequently, the paper should be a substantial piece of original research (minimum 60 pages, double spaced). The paper will be presented to the group in five steps:

**1) Proposal for paper (10 points)**

In a one- to two-page essay, students share with the group everything they currently know about the topic they have selected, including the definition and significance of the topic, the reason for their personal interest in the topic, and what they would like to do in their paper.

**(two pages, single-spaced, three-hole punched: COPIES FOR THE WHOLE GROUP)**

**2) Literature review (annotated bibliography) (10 points)**

Students find at least ten pieces of published information on the topic and summarize that information in an essay. This could be done in the form of an “annotated bibliography.” If it is relevant to your topic, feel free to conduct personal interviews or surveys (or e-mail surveys) of people who have experience or knowledge regarding the topic - asking about their opinions, feelings, and experiences related to the topic, and relating this information to your research findings.

**(8 to 12 pages, single-spaced, punched: COPIES FOR THE WHOLE GROUP)**

**3) Detailed outline (10 points)**

Prepare a detailed outline of your paper. This outline should look a lot like an annotated table of contents, with a sentence or two to summarize the content of each section.

**(two to four pages, single-spaced, punched: COPIES FOR THE WHOLE GROUP)**

**4) First Draft of paper (20-25 pages, single spaced) (10 points)**

Following the outline presented in Step 3 above and integrating the Introduction from Step 1 and the information from Step 2, draft your paper. If you plan to include an annotated bibliography and appendices, they do not have to be included here, just tell us where they will be and what will be in them. This working draft will not be shared with the whole class but will be shared with me and the two other students in your triad.

**5) Final paper (25-30 pages, single-spaced)**

A copy of the final paper — **three-hole punched** — must be provided for EACH MEMBER of the seminar in our final meeting (Masters Theses and Projects excepted). During the last meeting, students will walk us through the paper and tell us about where they started, where they finished, and point out the highlights of their papers. Tell us

about any useful sources or appendices that will be of value to us as teachers or researchers. A copy of the paper will be placed in each of our binders. One “master copy” should be presented to me in a white, one-inch binder to be added to my library for future students.

Since we are essentially writing our own textbook in this seminar, please obtain a large, three-ring binder with separation tabs, and be prepared to have a tabbed section for each seminar member. Remember that any materials you prepare for the group must be three-hole punched.

Any graduate students who are already working on an MA thesis project will be expected to provide the seminar members with weekly progress reports and copies of selected portions of their graduate research paper.

### **Grading**

Total points for the course: 100

95-100 = A

90-95 = A -

85-90 = B+

80-85 = B-

less than C: no credit for graduate work

Each student will please maintain a well-organized binder with tabs and titles that will combine all materials gathered during this course, to be reviewed by the instructor at the end of the term.

### **TESOL Comprehensive Exam**

Students finishing the MA in TESOL will probably want to take the comprehensive exams at the end of the course. This course is designed as a review for the exam. The exam consists of two essays: one on TESOL Theory, the other on TESOL Methods. The exam will be administered from 6 to 9 in the computer lab on day listed for the final exam.

### **Suggested Texts**

We, the instructor and participants, are writing our own “text” for 5800. Thus, all of us will contribute to an updated “bibliography” as part of our ongoing presentations. The texts used in the TESOL and RTW classes will be valuable sources. A detailed TESOL Bibliography, with certain texts highlighted as valuable references, will be given out in the first class meeting.

## **Suggested Topics**

After two weeks of initial discussion and brainstorming, each student in the seminar is invited to choose a single topic to be researched during the semester. The idea here is that you become the “expert” and share your expertise with the group. Below is a list of some of the topics that students have chosen to explore.

### **Some cognitive, affective, and psycholinguistic theories**

Krashen's five hypotheses and the principles of the "Natural Approach"  
(presented by Stryker)

left-brained vs. right-brained learners (inductive-deductive, field dependent-field independent, etc)

Freire’s Critical Pedagogy, Humanistic Teaching, and Amato’s idea of Participatory Language Teaching

Cummins’ idea of BICS and CALP and his four quadrants for learning

Vygotsky's idea of the zone of proximal development (ZPD) and the theories behind cooperative learning

Communicative Competence (Hymes, Canale and Swain, etc.)

Gardener's multiple intelligences (learning and teaching styles)

Behaviorist vs. cognitivist/constructivist theories of language learning

Chomsky's idea of deep and surface structure, the L.A.D., and universal grammar

The idea of "language ego" (Guiora, etc.)

Oller’s Episode Hypothesis (the use of storytelling)

Theories of bilingualism and bilingual education

Cross-cultural issues: acculturation and cultural influences on thinking and writing

Ausubel’s Meaningful Learning Theory

## **Some methods related to language teaching**

Content-Based Instruction (Sheltered Content, SDAIE)

The Natural Approach (Stryker)

Cooperative learning activities

“Total Physical Response” types of activities

Games for learning

Using film

Using music

Using literature

Using journals

Using the computers and the Internet

Using drama (role-play and readers theater)

Teaching reading

The Writers Workshop approach

Assessing student learning (WPST for example)

Dual immersion models in Bilingual Education (locally Osborne School)

The Total Immersion model for English Language Learners (recently Modesto HS and Mark Twain JHS)